THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

MINUTES OF THE REGULAR MEETING
OF THE FACULTY SENATE HELD ON
APRIL 11, 2008 IN THE MARVIN CENTER, ROOM 403

Present: President Knapp, Executive Vice President for Academic Affairs Lehman, Registrar Amundson, and Parliamentarian Johnson; Dean Tong; Professors Artz, Biles, Cordes, Corry, Delaney, Galston, Garris, Griffith, Harrington, Helgert, Johnson, Marotta, Pagel, Parsons, Robinson, Simon, Wade, Wilmarth, Wirtz, and Yezer

Absent: Deans Barratt, Brown, Futrell, Katz, Lawrence, Phillips, Scott, and Whitaker; Professors Becker, Castleberry, Costanza, Englander, Pelzman, Rycroft, and Windsor

The meeting was called to order by President Knapp at 2:15 p.m.

SHORT RECESS FOR THE PURPOSE OF HAVING A GROUP PHOTOGRAPH TAKEN OF THE 2007-08 FACULTY SENATE

A short adjournment was declared in order to have the annual photograph of the Senate taken.

APPROVAL OF THE MINUTES

The minutes of the regular meeting of March 14, 2008 were approved as distributed.

RESOLUTIONS

I. RESOLUTION 07/6, " A RESOLUTION CONCERNING SECONDARY AND COURTESY APPOINTMENTS FOR REGULAR, ACTIVE-STATUS FACULTY MEMBERS

Professor Wilmarth introduced Resolution 07/6 and turned the floor over to Professor Garris, Chair of the Committee on Professional Ethics and Academic Freedom (PEAF) Committee, who reviewed the history of Resolution 07/6 which has been discussed extensively with the deans, faculty colleagues, and twice at Faculty Senate meetings. The purpose of the Resolution is to promote collaboration and interdisciplinary cooperation by providing for new language in the Faculty Code which would authorize and regularize secondary and courtesy faculty appointments between departments and schools of the University.

Professor Garris told the Senate that Princeton University recently received a $20 million donation to set up a center for educating engineering and liberal arts students to work together

to solve problems. Princeton has been a leader in the integration of disciplines: some 60% of non-engineering students there take at least one engineering course at the University. Collaboration and interdisciplinary work is also becoming very important in securing funding for research activities. Professor Garris said he now thought that Resolution 07/6 addressed the concerns expressed thus far and resolved these. He added that he hoped the Senate would support the Resolution, and then turned over the floor to Professor Wilmarth.

Professor Wilmarth said that when Resolution 07/6 was initially presented at the Senate's December meeting, courtesy and secondary appointments were not clearly distinguished, with one being treated as a subset of the other. The consensus at that meeting was that the lack of a clear distinction between secondary and courtesy appointments would introduce the same kind of confusion that has occurred in schools where these appointments have already been made, as it has frequently been unclear what status or governance rights faculty members possess when they hold one of these appointments. Upon reflection and reconsideration, the PEAF Committee thought it was very important to avoid such confusion, and thus, as presently written, Resolution 07/6 draws a clear distinction between secondary and courtesy appointments. The Resolution in no way affects true joint appointments, because those appointments represent two regular, active-status appointments in separate schools or departments. Under Resolution 07/6, a secondary appointment is one which must grant at least one governance privilege, as determined by the regular, active-status faculty of the unit approving that appointment. In contrast, a courtesy appointment provides typical faculty privileges of teaching and attending faculty meetings, but it must not grant any governance rights within the unit making that appointment. Resolution 07/6 also resolves the issue of the effect this change will have on existing secondary and courtesy appointments. The Resolution explicitly provides that the terms, conditions, and designations of existing secondary and courtesy appointments as of May 1, 2008 will remain the same as at present.

President Knapp offered a friendly amendment, which was accepted, to add a comma in the 18th line of the Resolving Clause of the Resolution, following the word "appointment" and preceding the word, "but."

Professor Wirtz asked if appointment letters would in future clearly distinguish between secondary and courtesy appointments and Vice President Lehman confirmed that they would. There being no further discussion, a vote was taken, and Resolution 07/6 was adopted as amended by unanimous vote. (Resolution 07/6 is attached.)

INTRODUCTION OF RESOLUTIONS

President Knapp requested and received unanimous consent to introduce Resolution 07/7, A Resolution of Appreciation, for Professor Robinson's distinguished service as Chair of the Senate Executive Committee. President Knapp read the Resolution aloud and presented it to Professor Robinson, who expressed her appreciation for the sentiments expressed. A round of applause followed.

GENERAL BUSINESS

I. NOMINATIONS FOR ELECTION OF NOMINEES TO THE FACULTY SENATE EXECUTIVE COMMITTEE FOR THE 2008-09 SESSION

Professor Robinson moved the nominations of the following faculty members for election to the 2008-09 Executive Committee:

Professor Arthur E. Wilmarth, Jr., as Chair; Professors Brian L. Biles, Michael S. Castleberry, Robert J. Harrington, Peter J. Hotez, Diana E. Johnson, and Philip W. Wirtz. [The Elliott School of International Affairs has not yet held its election and so no candidate was proposed from that School.] A vote was taken as required, first on the Chair, and then on the rest of the Committee, and the entire slate was adopted by unanimous vote.

II. NOMINEES FOR ELECTION TO THE DISPUTE RESOLUTION COMMITTEE FOR THREE-YEAR TERMS COMMENCING MAY 1, 2008:

Professor Robinson moved the nominations for election of Professors Lowell Abrams, Kurt J. Darr, Donna L. Infeld and Leo C. Moersen as Dispute Resolution Committee members, and Professor Kurt J. Darr as Chair of the Committee for a one-year term. The entire slate was approved.

III. NOMINATION FOR APPOINTMENT BY THE PRESIDENT OF THE PARLIAMENTARIAN FOR THE 2008-09 SESSION

Professor Robinson moved the nomination for appointment of Associate Professor Steve Charnovitz as Parliamentarian for the 2008-09 Session, and the nomination was approved.

IV. NOMINEES FOR APPOINTMENT BY THE PRESIDENT OF FACULTY MEMBERS TO ADMINISTRATIVE COMMITTEES:

Professor Robinson moved the nomination of the following faculty members to Administrative Committees: Marvin Center Governing Board: Professors Jacqueline Barnett, Stephen McGraw, Julie Ryan, and Valerie St. Pierre-Smith: Marvin Center Program Board: Professor Ozgur Ekmekci. The entire slate was approved.

V. REPORT OF THE EXECUTIVE COMMITTEE

Professor Robinson presented the Report of the Executive Committee, which is enclosed.

VI. ANNUAL REPORTS OF SENATE STANDING COMMITTEES

Annual Reports were received from the Committee on Admissions Policy, Student Financial Aid, and Enrollment Management and the Joint Committee of Faculty and Students. (The reports are attached.)

Professor Wade noted that the Joint Committee's report covers activities during the Spring semester 2008, as an interim report was submitted in December reporting on Fall semester activities. He said that the faculty contribution to the work of the Committee was stellar, as was that of the students, and the latter's comments at meetings were incisive, insightful, and much appreciated.

Professor Cordes commented on the portion of the report which concerns the scheduling of final examinations outside the official examination period. He expressed support for this policy at the undergraduate level, but added that it might be useful to revisit the policy as it applies to graduate students since their needs are somewhat different and he thought they would perhaps welcome more flexibility in scheduling. Discussion followed. Professor Wade said the Joint Committee had considered the issue as it pertains to undergraduates, as the Committee's assignment stemmed from the receipt of an undergraduate student's complaint. Both Professor Robinson and Vice President Lehman advised that this complaint was the catalyst for the investigation, but that the scheduling of final examinations is a widespread concern among undergraduates. Vice President Lehman reported that the President and Executive Vice President of the Student Association had visited him to convey students' concerns about finals, and year by year the crescendo of concerns has escalated to the present time. He added that he thought Professor Cordes's suggestion could prove useful. Professor Robinson noted that Dean Barratt of the Columbian College had issued two memoranda concerning final examination scheduling this semester, and she spoke in strong support of the present University policy and on the Faculty Senate taking a leading role in supporting it. Professor Simon also spoke in favor of examining how widespread the practice of early final examination scheduling is. Professor Harrington said he supported the existing final examination policy, but observed that sometimes adjustments must be made to the schedule on a case by case basis. Vice President Lehman said he thought that that course syllabi should list the final examination date from the outset as the date assigned by the Registrar's Office. Professor Yezer suggested further investigation by the Joint Committee on this topic, perhaps by employing a survey of students to determine the extent of the problem. President Knapp inquired if the Joint Committee could continue its deliberations and report back to the Senate after gathering more information and Professor Wade and several others expressed support for this approach.

VII. CHAIR'S REMARKS

President Knapp reported that the team visit by the Middle States Commission on Higher Education has now concluded. The re-accreditation process, which occurs every ten years, is not final until the Commission itself has a chance to respond to the report that was prepared by the review committee which recently visited the campus. That review committee indicated in a preliminary report that the recommendation that would be made to the Commission is that all fourteen of the required standards for reaccreditation have been met by the University. There are some specific recommendations in the report which outline areas for improvement, but no indication that the University would be placed on probation for failure to meet the standards. This is a very positive outcome, and President Knapp expressed his appreciation to the many members of the University community who participated in this arduous but worthwhile process.

President Knapp also said that he thought the reaccreditation process is a very important aspect of faculty governance, not at the institutional level, but at the national level. It serves to protect the role of the peer review process in the reaccreditation of educational institutions while at the same time taking into account one of the strengths of the American higher education system, which is the diversity of institutions we have. The adoption of a federal system for such a process would be cumbersome and would very likely be damaging to the resilience and flexibility of our national educational system.

President Knapp also reported that the search committee for the next Dean of the School of Engineering and Applied Science has now reached the stage where interviews are underway. The President thanked Dean Timothy Tong, who was present at the meeting, for his willingness to remain as Dean while the search is ongoing, adding that he was grateful for his service to the University. President Knapp also noted that a consultant has been identified to assist in the search for the new Vice President for Research.

President Knapp said he had been getting a lot of questions from Trustees and others about what effect the financial crisis the country is undergoing is likely to have on the finances of an institution such as GW. The President said he thought that institutions such as GW are probably doing fairly well because of the fact that it has as many applicants as it does. The admissions process is still challenging because the future will bring not only a decline in the number of students applying to college, but there will be a geographical shift toward the southern and southwestern areas of the U.S. There will also be an ethnic shift in applicants, as the increasingly so-called minority populations become the majority in the country, certainly of the college-going age. All of these factors will have to be taken into account in planning for the future.

Of perhaps more concern is the credit crunch that is looming. President Knapp said he thought this more of an immediate threat, because students who receive guaranteed federal loans often need to take out additional private loans to cover the costs of their educations at institutions like GW. Unfortunately, the private credit market is drying up rapidly, as quite a number of institutions that used to provide loans to students are pulling out of the market. Banks which are having difficulty getting credit are also not interested in making these student loans. This is not a matter of creditworthiness, as the default rate on student loans is extremely low. The University will have to examine this issue and see whether it will be necessary to reserve some funds for students who find themselves in emergency situations, at least on a bridging kind of basis. This is consonant with GW's overall effort to provide financial support for its students.

Professor Yezer asked if, in this financial climate, the University has any refinancings scheduled. The President responded that, while the market is challenging, the University has been able to make satisfactory arrangements to meet its financial requirements.

In conclusion, President Knapp congratulated Professor Wilmarth and the other faculty representatives elected to the Executive Committee for the 2008-09 session, and added that he looked forward to working with them in the coming year.

BRIEF STATEMENTS (AND QUESTIONS)

Professor Parsons, Chair of the Educational Policy Committee, distributed a copy of a draft report entitled, "The Decline of Elite Freshman Enrollments at George Washington University, First Revision." [The report is attached.] The report was drafted as the result of the Committee's concern about the University's shift from merit- to need-based student financial assistance and questions that have arisen about the Honors Program's failure to meet its enrollment targets. The decline in enrollments in the Honors Program predated the restructuring of merit-based aid by about a year, and occurred largely as a result of the withdrawal of funds for the support of merit scholars. Also, as reported in the *Chronicle of Higher Education*, GW was not among the 98 colleges that enroll twenty or more National Merit Scholars. While the Honors Program at GW is currently examining ways of restructuring its offerings to make them more interdisciplinary and less major-based, the report draws the tentative conclusion that it is the reduction or withdrawal of funding that is responsible for the decline in elite student applicants and enrollments at the University.

Professor Parsons said the draft report has been widely circulated, and reactions have been of two kinds, first, that GW has no problem in this area, and second, that it does, but this is the result of operating in a highly competitive market for exceptional students. Professor Parsons said it seemed to the Committee that there is a need for very careful consideration and community debate over whether GW wants to support elite students and to what extent, as it is very much a market economy for the best students, and if the University wishes to attract them, financial support is essential.

Vice President Lehman noted that the University's traditional celebration of the Trachtenberg Teaching Prize event and the Bender Prizes for graduate students would take place at 4 p.m. at the Elliott School, and he invited the attendance of those present at this gathering.

ADJOURNMENT

There being no further business before the Senate, the meeting was adjourned at 3:30 p.m.

Elizabeth A. Amundson
Elizabeth A. Amundson
Secretary

A RESOLUTION CONCERNING SECONDARY AND COURTESY APPOINTMENTS FOR REGULAR, ACTIVE-STATUS FACULTY MEMBERS (07/6)

WHEREAS, a small number of faculty members in the University hold joint appointments, and each joint appointment (i) provides the faculty member with a regular, active-status appointment in two or more schools or departments, and (ii) is separately budgeted in each school or department granting that appointment; and

WHEREAS, Article I.B.1. of the Faculty Code contemplates joint appointments, because the holder of a joint appointment receives a separate regular, active-status appointment from each participating school or department;

WHEREAS, certain schools and departments have also granted appointments that are not regular, active-status appointments to faculty members who hold regular, active-status appointments in other schools or departments within the University;

WHEREAS, such appointments are generally of two types – (i) appointments that confer specified governance privileges in the school or department granting the appointments (hereinafter referred to as "secondary appointments"), and (ii) appointments that do not confer any governance privileges in the school or department granting the appointments (hereinafter referred to as "courtesy appointments");

WHEREAS, secondary and courtesy appointments can encourage and facilitate interdisciplinary collaboration among faculty members from different schools or departments; and

WHEREAS, the Faculty Code does not refer to secondary and courtesy appointments; and

WHEREAS, the Faculty Senate believes that it would be desirable to amend the Faculty Code to provide explicit authorization for secondary and courtesy appointments; and

WHEREAS, the Faculty Senate believes that a secondary or courtesy appointment should not automatically confer any of the rights to participate in faculty governance that are provided under the Faculty Code or the Faculty Organization Plan; and

WHEREAS, the Faculty Senate believes that a secondary appointment should confer one or more specified faculty governance privileges but such privileges should be approved by the regular, active-status faculty of the school or department granting that appointment; and

WHEREAS, the Faculty Senate believes that a courtesy appointment should not confer any faculty governance privileges; and

WHEREAS, the Faculty Senate believes that the terms, conditions, and designations of existing secondary and courtesy appointments should not be changed by the proposed amendment to the Faculty Code; **NOW, THEREFORE**

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

That the Faculty Code be amended by adding the following new subsection at the end of Article I.B.:

6. **Secondary and Courtesy Appointments:** A faculty member holding a regular, active-status appointment in one department or school may be granted a secondary or courtesy appointment in another department or school for a specified term. A secondary or courtesy appointment shall require the recommendation of the appropriate faculty and officers of administration of the unit granting that appointment and shall comply with rules and procedures for such appointments established by the unit granting that appointment and by the Vice President for Academic Affairs. A secondary or courtesy appointment is not a regular, active-status appointment and does not automatically confer any of the rights provided by the Faculty Code and the Faculty Organization Plan to participate in faculty governance in the unit granting that appointment. Unlike a courtesy appointment, a secondary appointment shall allow the faculty member to exercise one or more specified governance privileges in the faculty unit granting the appointment, but such privileges shall be approved by that unit's regular, active-status faculty. A secondary or courtesy appointment terminates automatically upon the expiration of its specified term or upon termination of the faculty member's regular, active-status appointment. This paragraph does not affect the terms, conditions, and designations of secondary and courtesy appointments in existence as of May 1, 2008.

Faculty Senate Committee on Professional Ethics and Academic Freedom
March 27, 2008

Adopted, as amended, April 11, 2008

A RESOLUTION OF APPRECIATION (07/7)

WHEREAS, Lilien Filipovitch Robinson has earned the highest level of respect, gratitude, and admiration of the University community; and

WHEREAS, her term of service on the Executive Committee of the Faculty Senate has reached its statutory limit; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the following citation be issued:

Lilien Filipovitch Robinson has provided distinguished service as a member of the Faculty Senate for twenty-nine years. In addition, she has served on the Executive Committee for sixteen years and has chaired it for the last fourteen years of her service on the Committee. She has performed admirably in managing Senate affairs, providing stellar leadership tempered with great common sense as well as a sense of humor that is much appreciated by her colleagues. As required by Senate regulations, she vacates her seat on the Executive Committee after three years. The members of the Senate applaud her dedication to the concept of a strong faculty's role in university affairs, her willingness to serve in leadership positions, and her unfailing kindnesses to all of the colleagues with whom she works.

THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

HEREBY EXPRESSES ITS DEEPEST APPRECIATION AND GRATITUDE TO

PROFESSOR LILIEN FILIPOVITCH ROBINSON

FOR HER DISTINGUISHED SERVICE

Steven Knapp

Steven Knapp
President

[SEAL]

Adopted by acclamation, April 11, 2008

ADMISSIONS POLICY, STUDENT FINANCIAL AID, AND ENROLLMENT MANAGEMENT
2007-08 ANNUAL REPORT

The Committee on ADMISSIONS POLICY, STUDENT FINANCIAL AID, AND ENROLLMENT MANAGEMENT met during the fall and spring semesters. We received reports on undergraduate admissions from Kathy Napper (Executive Dean for Undergraduate Admissions) and on Graduate Admissions from Kristen Williams (Executive Director, Graduate Student Enrollment Management).

Kathryn Napper reported that admissions numbers were deliberately reduced for the 2007 entering class. This was done to admit a class with higher academic qualifications than in previous years. The admissions cycle this year for the fall 2008 class is expected to produce a more normal class size. Admissions for fall 2008 are not completed yet. The limit on undergraduate enrollment based on housing students on the George Washington University campus (as defined by the District of Columbia) remains in effect. This means that undergraduate enrollments will remain at about the same level in the foreseeable future.

Kristen Williams reported on graduate student admissions and admissions issues. The university has supported efforts to expand the number of international graduate applications. They have also supported recruiting trips to a variety of sites. Interest in applying to GWU remains strong in China and Korea. Indian students also have an interest in applying here. Efforts to organize recruitment in South American have not been successful on an institutional level. However, she noted that individual faculty members with ties to other countries often successfully encourage students from those countries to apply to George Washington. Discussion about nonacademic factors that motivate foreign students to apply here for their graduate education ensued. Important factors are the fact that the George Washington University is in a large metropolitan area with a sizable international community. Alumni who return to their native countries and tell others that they had a pleasant and enriching experience in Washington, D.C. at The George Washington University engender interest in applying here.

Graduate admissions are also still ongoing. There have been both increases and decreases in application depending on the school but it is too early to predict with confidence what the final enrollment figures will be. Graduate student support is tied to graduate enrollment. There is pressure to increase the size of packages for several reasons. International students are required to have enough support to live in the United States and the increase in the cost of living caused by inflation also increases the minimum size of a stipend that will provide adequate support for these students. Further, individual departments or disciplines may find that the student support packages we provide are not competitive compared to those of schools that attract comparable student applications. It is clear that graduate admission issues are shared across the University, but that the specific concerns about how to recruit students and the best type and amount of support for students varies by schools and even by departments.

I have requested an update on student support and will circulate it to the committee members, when it is received.

Respectfully submitted,
Diana Johnson
Chairperson

Report of The Joint Committee of Faculty and Students
April 11, 2008

Having submitted an Interim Report in December, this report represents the committee's spring semester activity. The committee met five times and took up the following matters:

1. final examinations scheduled outside of the designated period;
2. amendments to the University Policy on Equal Opportunity;
3. Determining recipients of the JCFS Student Leadership Development Scholarships;
4. Approving Committee Members for the 2008 GW Award Selection Committee;

While there are policies providing for a student who has been scheduled for 3 examinations on one day during the designated exam period to request that one of those examinations be moved to another day, there are no policies regarding the administration of final examinations during the last week of classes (or before). The definition of "final" examination is, itself, a matter of some ambiguity. For some, a final exam represents material from the entirety of the course; for others such an exam may mean material from the second half or the last third of a course. The committee's discussions of the matter did not lead to any proposal beyond the policies currently in place.

There was a request by Professor Donald Braman of The Law School to have the committee take up the matter of proposing that the phrase "gender identity" be included in the university's Equal Educational Opportunity Policy. We were advised by the Office of the General Counsel that, while this phrase does not appear "upfront" in the current EEOP wording, the current EEOP references the university's compliance with the DC Human Rights Laws in which the phrase "gender identity" does appear. Professor Barman had been denied a grant from the Arcus Foundation because of its requirement that "gender identity" appear in the institution's EEOP. The grant Professor Barman sought was then requested through his co-researcher at Yale which institution does include the phrase. After lengthy discussion and legal opinion it was decided that this case was unique, that the Arcus Foundation's requirement is unique, and that a proposal to alter the university's EEOP is not warranted at this time.

Respectfully Submitted:
Alan Wade, Faculty Co-Chair
Shannon Johnson, Student Co-Chair

Faculty Members
John Artz
Dorothy Holmes
Amy Mazur
Harry Yeide

Student Members
Elizabeth Orlan
Nathan Brill
Daniel Curran
James Barnes
Kevin Koslowski
Brian Gist

Robert Rycroft, Executive Committee Liaison

THE DECLINE OF ELITE FRESHMAN ENROLLMENTS AT GEORGE WASHINGTON UNIVERSITY

FIRST REVISION

A Summary Report Based on Presentations to the Faculty Senate Educational Policy Committee and Additional Documents, Academic Year 2007-2008

Donald O. Parsons
Chair, Educational Policy Committee
GW Faculty Senate

April 10, 2008

Active Members of the Educational Policy Committee
Academic Year 2007-2008

Faculty

Maria De LaFuente, Romance Languages and Literature
Mohamed A. Mohamed, Newborn Services
Donald O. Parsons, Chair
Ormond Seavey, English
Barbara Von Barghahn, Art

Ex Officio

Elizabeth Amundson, Registrar
Cheryl Beil, Director, Academic Planning and Assessment
Bright, Jamie, Student Liaison
Gale S. Etschmaier, Associate University Librarian for Public Service, Gelman Library
Robert J. Harrington, Electrical and Computer Engineering (Senate Executive Committee Liaison)
Carol Sigelman, Associate Vice President for Graduate Studies and Academic Affairs

Acknowledgements

This report would not have been possible without the active cooperation of a number of GW Administrators who gave generously of their time and data to the Committee. Special thanks to four who presented detailed reports on aspects of the challenges of attracting and training GW's "best and brightest" on the dates given:

February 7, 2008

Grae Baxter, Executive, Undergraduate Honors, Fellowships and Research

February 21, 2008

Robert Chernak, Senior Vice President for Student and Academic Support Services

March 6, 2008

Francis DuVinage, Director, Center for Undergraduate Fellowships and Research and Deputy Director, University Honors Program

April 3, 2008

Cheryl Beil, Assistant Vice President for Academic Planning, Institutional Research, and Assessment

Special thanks as well to Carol Sigelman, an ex-officio member of the Committee, for a thoughtful, detailed critique of an earlier draft. Errors in content and interpretation no doubt remain, but fewer because of her efforts.

I. Introduction

Background. The Senate Educational Policy Committee has no specific agenda beyond items referred to it from the Senate Executive Committee, but this year's Committee felt there were a variety of educational policy issues raised at Senate meeting that could be fruitfully explored. Two issues were especially important in forming the Committee's agenda:

(1) The $1 million dollar cut in funding for merit scholarships which helped "balance" the 2007-2008 fiscal year budget. This was treated as a cut in the administrative budgets and was not discussed with Faculty prior to implementation, which some Senators found disturbing as a planning and procedures issue.

(2) The restructuring of the University honors program, which reshaped the program in a way that seemed to conflict with many major programs. A number of Senators seemed concerned about this restructuring of the program designed to serve the University's best and brightest.

A Chronicle of Higher Education article (January 16, 2008) reporting that GW was not among the 98 schools with 20 or more entering National Merit Scholars in the freshman class of Fall 2007 (it was tied with several schools for 127th place) gave impetus to our concerns about the reduction in support for "elite" students.

The Committee decided to explore the broad issue of the "distribution of abilities among GW undergraduates across the University and the classroom," although, as the study evolved, we came to focus on the admission and training of GW's "best and brightest." Although we collected information on the restructuring of the Honors Program, we have yet to discuss and summarize that information. In this report we discuss the Honors Program only in its role in attracting and training GW's high ability students.

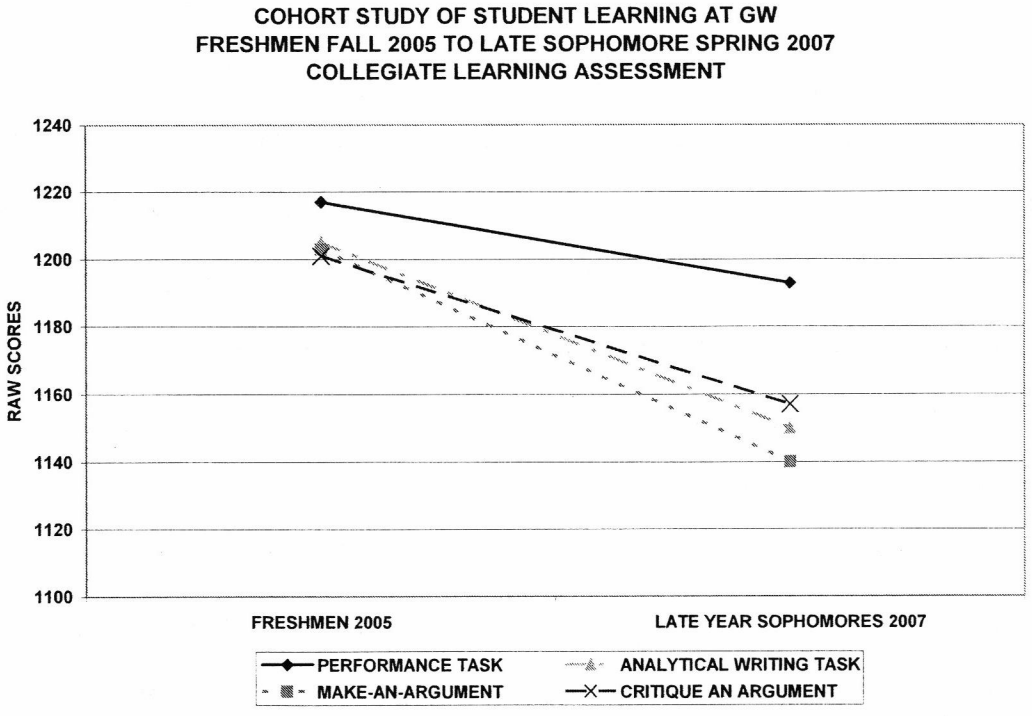
In the course of the study it became clear to many on the Committee that there were serious problems with attracting (admissions) and training the *general population* of GW undergraduates. The decision to limit the Fall 2007 freshman class by almost 10 percent in order to maintain class quality; the 6 percent drop in Early Decision I applicants for the Fall 2008 freshman class, and the 15 percent in Early Decision II applicants (Elise Kigner, Hatchet, 4-7-08); the modest, but ominous decline in retention rates from first year to second year (92.2 percent from 2005-2006 to 89.8 percent for 2006-2007), Beil (2008); all signaled problems in GW's core business of educating undergraduates.

Apparently recognizing this situation, the Knapp Administration, upon taking over last summer, immediately acted to confront the price side of GW's "affordability" problem--limiting tuition increases for the coming year, reducing selected dormitory prices, and increasing need-based aid, at least over 2007-2008 expenditure levels.

The drop in Early Decision I and II applicants for the coming academic year suggests that more needs to be done, especially on the second dimension of affordability, the quality of the education offered. Although curriculum reviews at both the University and College/School levels are underway, few additional resources have been devoted to improving undergraduate education. Cheryl Beil, Assistant Vice President for Academic Planning, Institutional Research, and Assessment, in her report "[The] State of GW Undergraduate Education 2007" highlights concerns about the education GW is offering its undergraduates.

Vice President Beil reports, for example, that a cohort study of skill growth in the first two years of college places GW in an unfavorable light. Accepting the testing results at face value, the ability of GW students to execute "Performance Task," "Analytical Writing," "Make-an-Argument," and "Critique-an-Argument" *declined* over their first two years, FIGURE 1.

FIGURE 1



Source: Beil (2008) Revised Data

Cohort scores declined by 3.5 percent in total, with losses in "Performance Task" relatively modest (2.0 percent), and losses in measured "Analytical Writing," "Make-an-Argument," and "Critique-an-Argument" of 4.6, 5.2, and 3.7 percent respectively. Many questions of test-taker motivation arise in these sorts of studies, but Vice President Beil notes:

> Of the 28 schools that participated, half of them (14) reported an increase in students' scores at the end of their sophomore year; students at three schools maintained the same scores; and 11 (including GW) of the 28 schools reported fourth semester scores below the freshman year.
>
> Beil, Private Correspondence 2008

Freshman/Senior learning assessment scores cast a GW education in a more flattering light (Beil (2008, p. 27), but the study was not a cohort study and therefore mixes learning with improvements in the quality of the entering classes. Beil also noted a disproportionate number of honors students among senior test-takers.

Vice President Beil also reports that, in most respects, GW students believe they are not receiving the education they might expect at a school like GW. Citing data drawn from the National Survey of Student Engagement: 2007, Beil reports that student assessments of their experiences at GW compare poorly with students at market-basket schools willing to share their data (American, Georgetown, and Emory).

While the Committee does not want to downplay the general problem of attracting and training students at GW, it does believe that the attraction and training of elite students is a special problem, deserving independent consideration. In what follows, *the Committee lays out evidence that the upper tail of the distribution of student abilities at GW has fallen sharply*. Evidence to support this belief is drawn from

(i) trends in enrollments of National Merit Scholars in recent freshman classes;

(ii) trends in enrollments of high "Admissions Rating" students; and

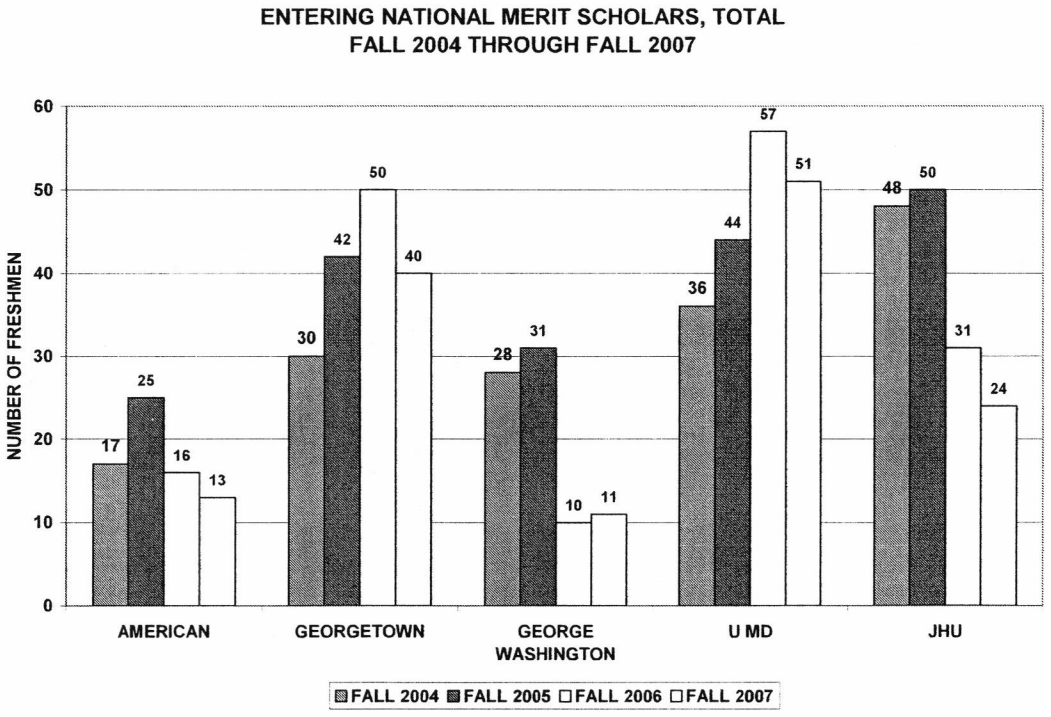
(iii) the Honor's Program's recent struggles to meet enrollment targets.

In what follows, we first document the decline in National Merit Scholars and the decline in high "Admissions Rating" students. We also provide evidence that indicates that these declines are at least consistent with reduced financial aid to elite students. The shortfalls in Honors Program enrollments are more likely a consequence of the fall in high ability student enrollments than a cause, and are considered last. We then provide a few summary thoughts.

II. The Disappearing National Merit Scholar

The number of freshman National Merit Scholars enrolling at GW has dropped substantially in the last few years. In Figure 2, we present four year trends in entering Merit Scholars at GW as well as at a variety of local, competing institutions: American, Georgetown, University of Maryland, and Johns Hopkins University.

Figure 2



Source: National Merit Scholarship Corporation Annual Reports, Various Years.

This unfortunate turn of events can be precisely timed—entering National Merit Scholars in the Fall of 2006 and 2007 were only one-third the number in the previous two years (2004 and 2005).

One must interpret these figures with some care. Note for example the large *drop* in NM Scholars at Johns Hopkins University and the substantial

increase at the University of Maryland in the same time period. It is important to keep in mind that there are two types of NM scholarships—those funded by the admitting university and available only to scholars who enroll at the funding university, and those funded by third parties, which can be used at a variety of undergraduate institutions. The first will be labeled "internally financed," the second competitive or "open".

The number of internally financed scholarships is in the first instance a budgetary decision—should the University fund National Merit Scholars (with the exact size of the scholarship also a choice). The number of open scholarships a university attracts is less immediately controllable. The number is dependent on the vagaries of the competitive market for top students.

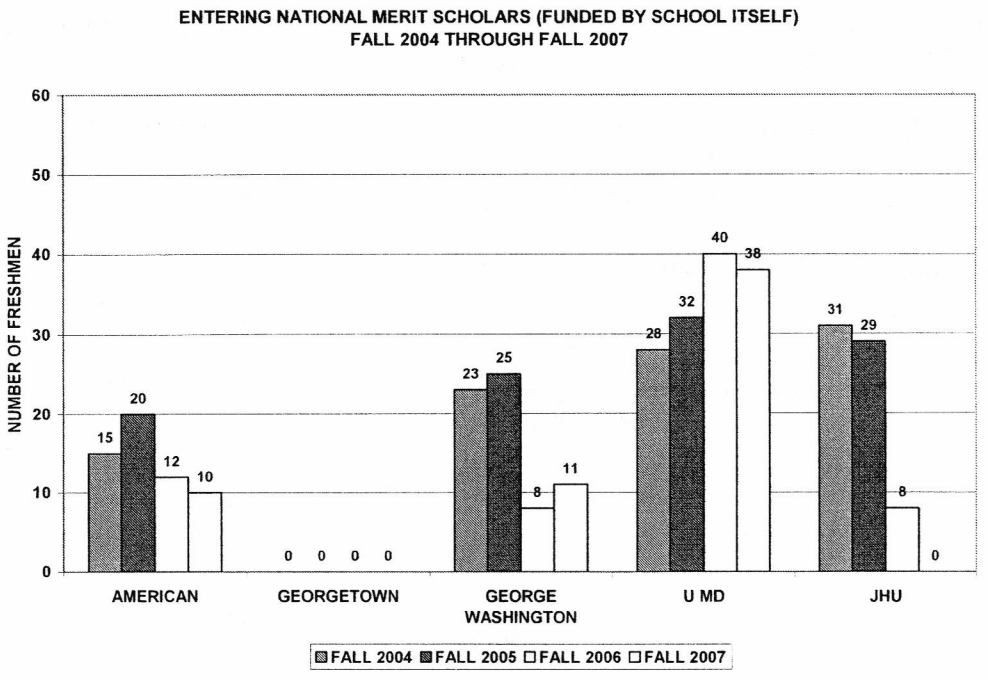
In Figures 3A and 3B, we present the trends in National Merit Scholars over the period for the two subcategories of Merit Scholars at GW and at the same four local competing institutions. Georgetown does not internally finance National Merit Scholars; all are open, though the numbers who come have been roughly steady at about 40. The decline in numbers at JHU is entirely the consequence of dropping internally financed scholarships, Figure 3A. This decline has been partly offset by the growth in the number of open or competitive scholars who have chosen JHU in the last few years. Conversely the increase at U of MD is linked to its decision to fund top scholars internally.

Trends at American and GW are similar to each other and are almost entirely driven by the amount of internal funds devoted to National Merit Scholarships; neither school appears to be successful in the open competition.

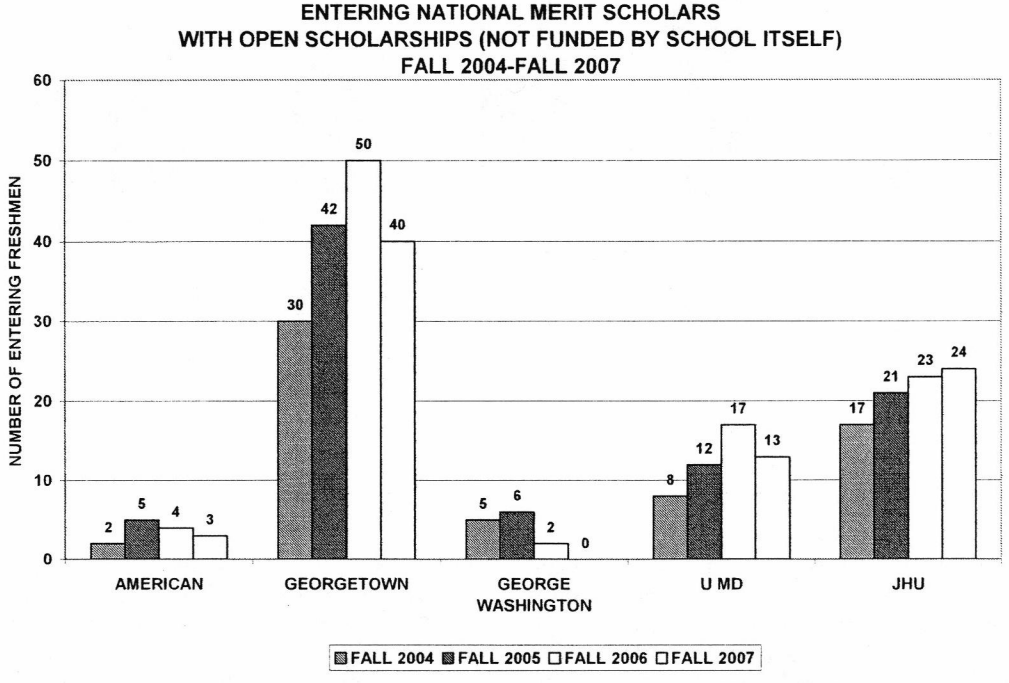
Although it is occasionally conjectured that the quality of a GW education has made subsidization of high ability undergraduates unnecessary, the data suggests otherwise. Last year, no National Merit Scholars holding open or competitive awards chose to come to GW.

Figure 3

PANEL A SCHOOL FUNDED AWARDS



PANEL B OPEN OR COMPETITIVE AWARDS



Source: National Merit Scholarship Corporation Annual Reports, Various Years.

III. Trends in Enrollment of High Admissions Rating Students

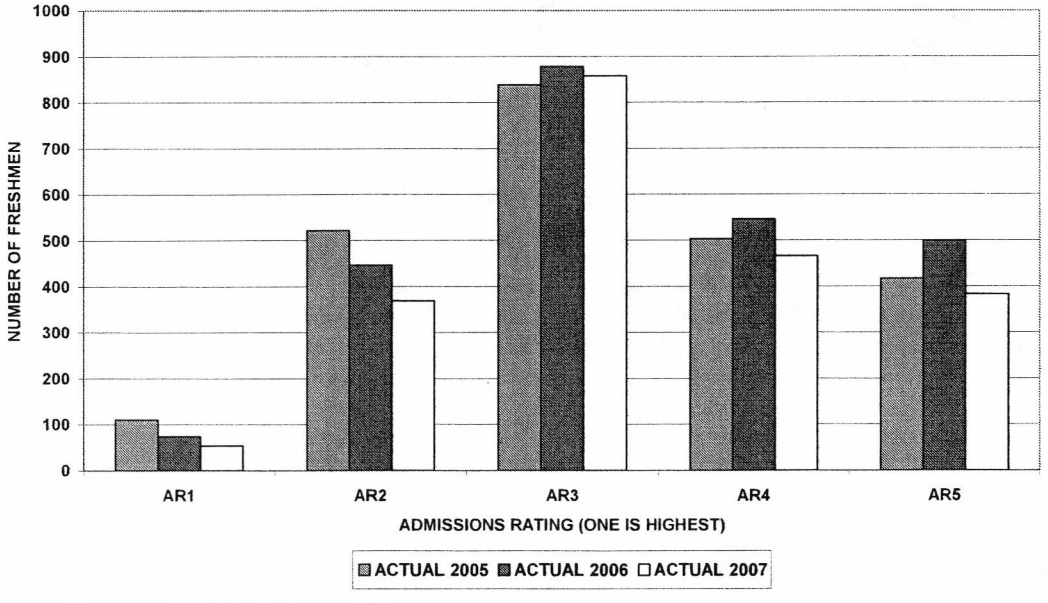
Background Note: the Admissions Office assigns an "Admissions Rating" to each applicant for the freshman class: admitted applicants fall into one of five Admissions ratings: one through five, with one the highest.

The Distribution of Entering Freshmen by Admissions Rating

The distribution of entering freshmen by Admissions Rating in the three years, Fall 2005 through Fall 2007 are illustrated in Figure 4.[1]

Figure 4

DISTRIBUTION OF FRESHMEN BY ADMISSIONS RATING
FALL 2005 THROUGH FALL 2007



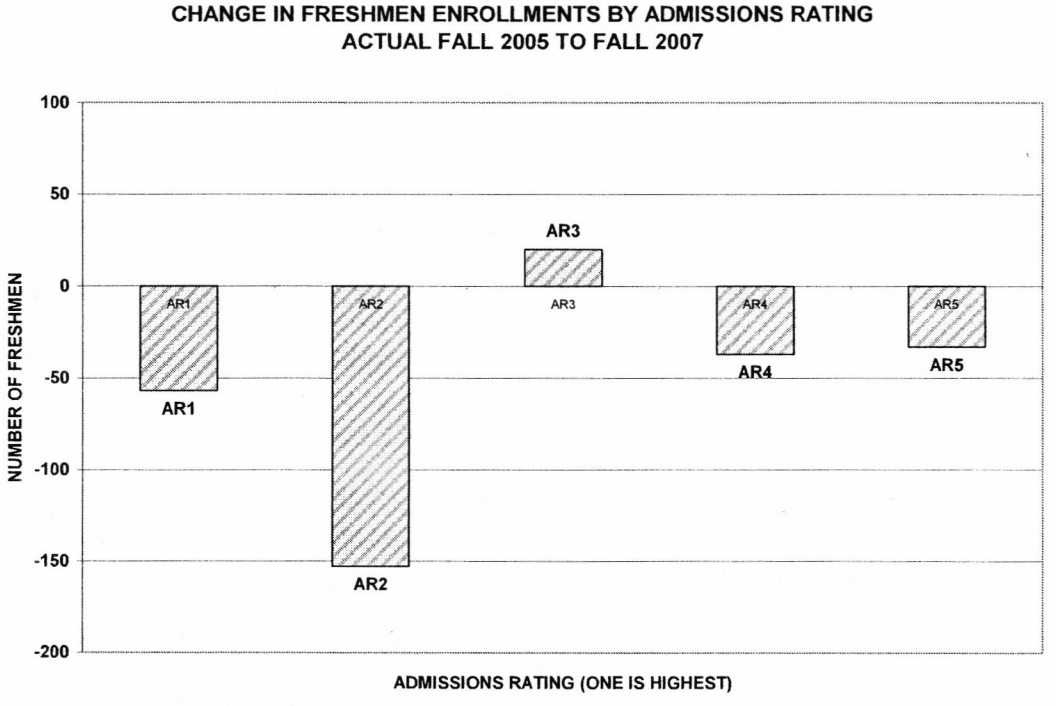
Source: GW Admissions Office.

[1] In providing the Committee with an overview of acceptances by Admission Rating, Vice President Chernak reported that the Admissions Rating criteria were essentially unchanged over the last three freshman classes (Fall 2005 through Fall 2007), though he later warned in a private e-correspondence that one would want to use caution undertaking a longer term historical study because the critieria may have changed in important ways. (He is currently checking on that issue, which would be important in future studies.)

The decline in enrollments in the top two Admissions Rating categories is dramatic and apparently on-going--the decline between Fall 2005 and the Fall of 2006 and that between Fall 2006 and Fall 2007 are similar in magnitude. This suggests that the problem may be more systemic than the drop in merit aid generosity for the class entering in the fall of 2007.

The overall contraction among elite students is both remarkable and troubling, Figure 5.

Figure 5



Source: GW Admissions Office.

The decline in enrollment numbers in total between 2005 and 2007 reflects the smaller freshman class size in 2007, of which more below.

The Distribution of Entering Freshmen by Admissions Rating after Adjusting for Last Year's Enrollment Shortfall

The problem with the attractiveness of high-ability undergraduate applicants to GW is deeper than the distribution of abilities of accepted freshmen in the fall of 20007 might indicate. The University decided to accept a significant shortfall in freshman enrollments in the fall of 2007, admitting 2129 freshmen rather than the targeted 2350, because the students who remained on the waiting list had, as a group, considerably weaker records than those accepted to that point. Trimming the lower tail of the ability distribution by reducing class size may be an entirely sensible decision to make, but distorts somewhat the picture of what the class would have looked like had the target enrollment of 2350 been accepted, much less the 2445 freshmen of the previous year (Fall 2006).

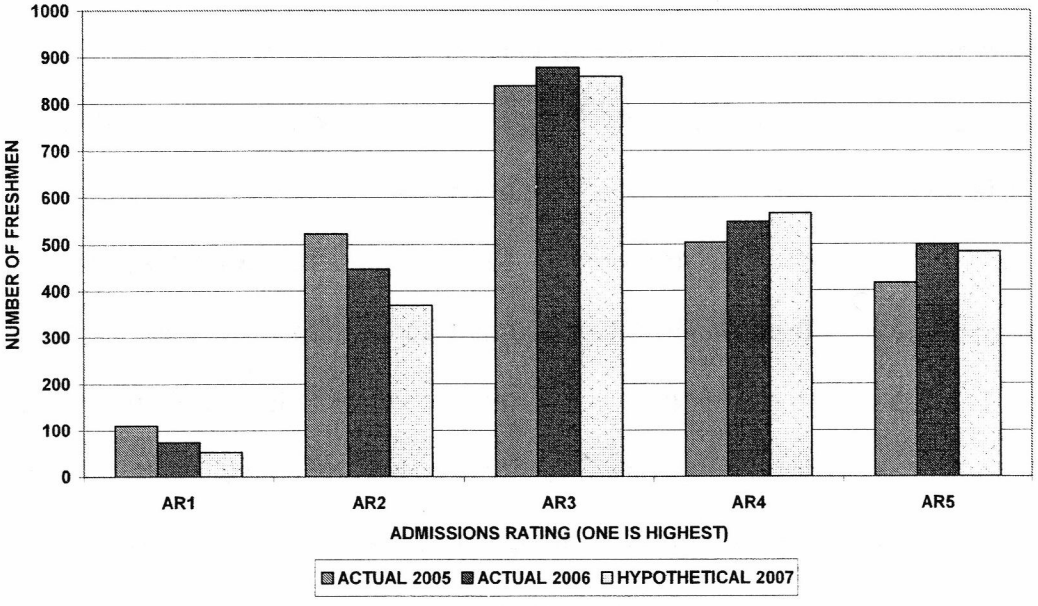
We can develop an idea of what the (hypothetical) distribution of abilities of the class of 2007 would have looked like had the lower tail of the distribution not been trimmed. Without having detailed information on the ability level of the waiting list applicants who would otherwise have filled out the class, we assume:

(i) that the shortfall was rounded down to 200 students, and
(ii) the excluded students were divided equally between the bottom two categories (AR 4 and AR5)

Adding the "missing" 100 students in each of the two categories emphasized the quality squeeze on GW freshman enrollments. Replicating the figures of the last subsection, but including the trimmed students, gives the following picture of the evolution of the ability distribution in the last three freshman classes, Figure 6A and 6B:

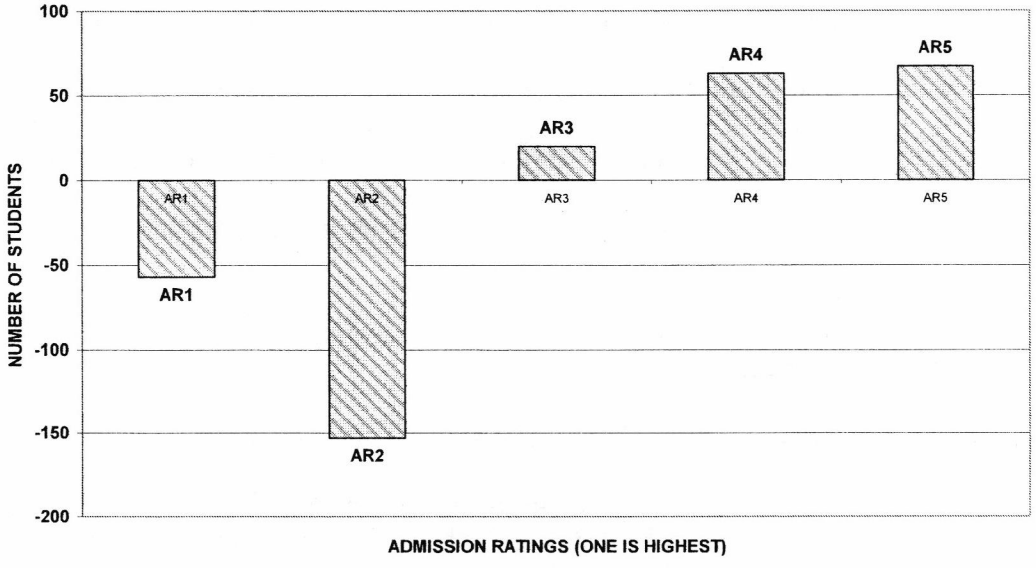
Figure 6
Panel A

THE DISTRIBUTION OF FRESHMEN BY ADMISSIONS RATING
ACTUAL FALL 2005 AND 2006 AND HYPOTHETICAL 2007 (IF MAINTAINED TARGET/STANDARD CLASS SIZE--100 FRESHMEN ADDED TO AR4 AND AR5 EACH)



Panel B

CHANGE IN NUMBER OF FRESHMEN BY ADMISSIONS RATING
ACTUAL FALL 2005 AND HYPOTHETICAL FALL 2007
IF MAINTAIN TARGET/STANDARD CLASS SIZE
(100 FRESHMEN ADDED TO EACH OF AR4 AND AR5)



IV. The Role of Reduced Merit Aid in Explaining the Decline in Freshman Elite Students

The unfortunate trends of (i) rapidly increasing tuition and (ii) declining per capita undergraduate program resources over the last decade affect all student applicants, but are likely to affect the admissions of "elite scholars" with special force. Colleges compete intensely for this group of students, believing that they provide positive classroom and reputational effects.

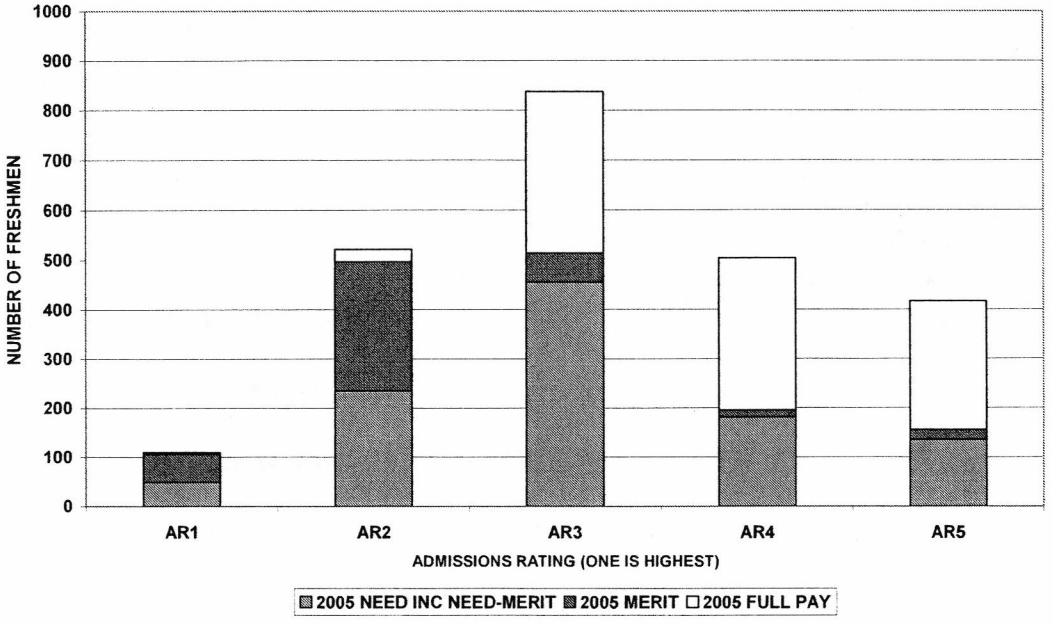
The decline of elite enrollments among freshman at GW is also the result of specific actions the Administration has taken in the past few years, including most obviously the cutbacks (i) in the generosity of merit aid and (ii) in resources devoted to the honors program (see Section V). Indeed merit aid and the honors program can be viewed as policies designed to insulate the highly competitive, elite students from the general decrease in the "affordability' (high cost and low quality) of GW students as a whole.

Certainly it is a fact that few high Admissions Rating students enroll at GW without financial aid—essentially no AR1s and few AR2s. The distribution of aid recipients, need and merit, by admissions rating are reported here for Fall 2005 freshmen and Fall 2007 freshmen, Figures 7A and 7B, to give a sense of this and of the shifting support over time. In interpreting the data, it is useful to note:

> Note 1: merit aid students who quality for need-base aid are classified as need-based students.
>
> Note 2: athletic scholarship holders are classified as merit aid scholars.
>
> Note 3: We note in passing the large and surprising drop in the number of need-based scholars in Fall 2007, which makes the promise of additional need-based aid in Fall 2008 somewhat easier to accomplish.

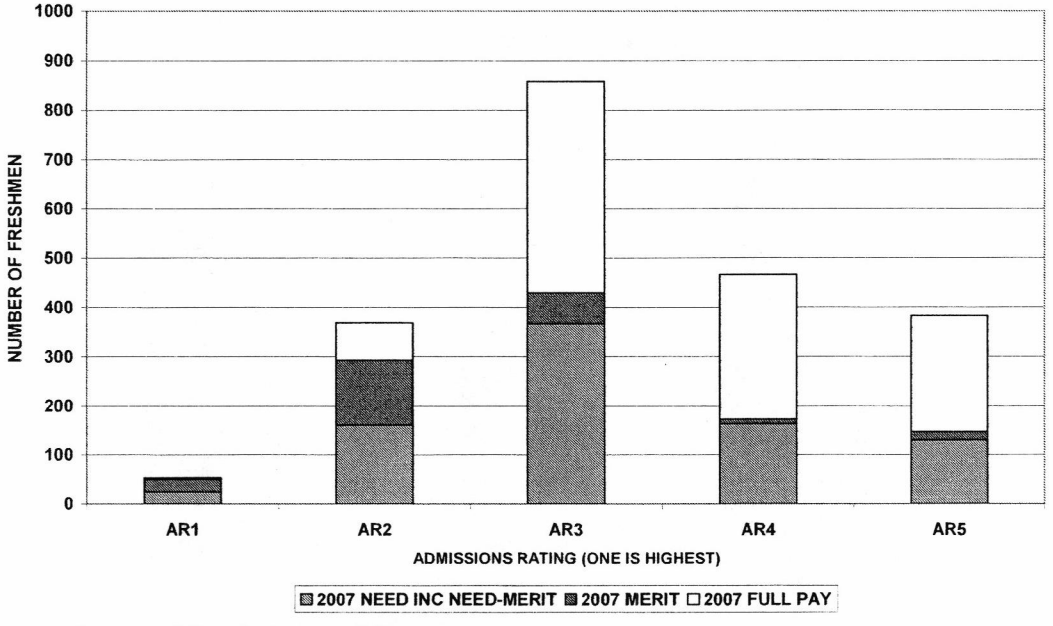
Figure 7
Panel A

DISTRIBUTION OF FRESHMEN ADMISSIONS BY ADMISSIONS RATING AND AID, 2005



Panel B

DISTRIBUTION OF FRESHMEN ADMISSIONS BY ADMISSIONS RATING AND AID STATUS, 2007



Source: GW Admissions Office.

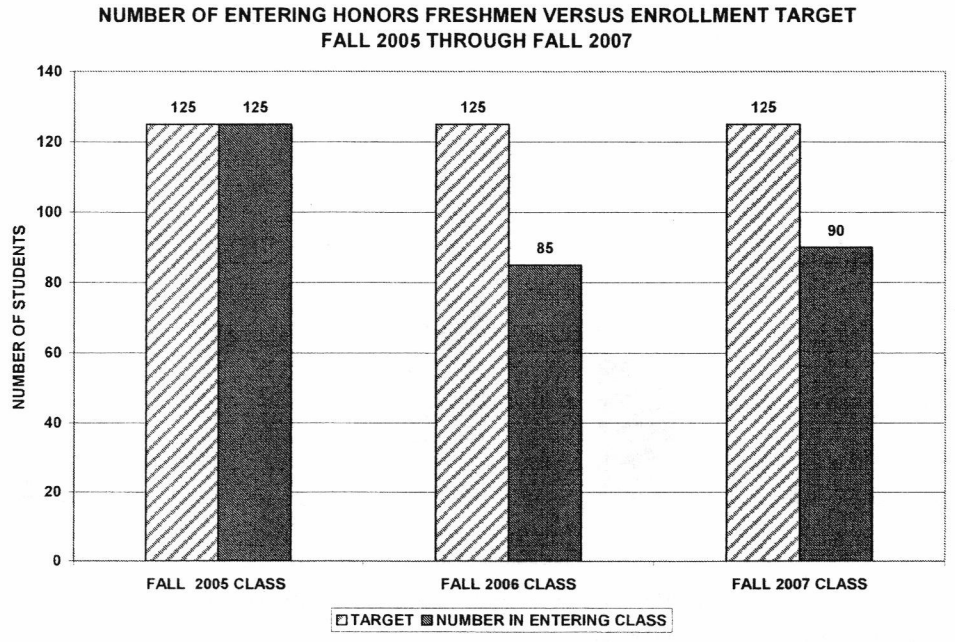
V. The Honors Program

Presumably designed to serve the University's "best and brightest," the Honors program is a natural casualty of the decline in elite enrollments. Data on Honors enrollments *by Admission Ratings* are apparently not immediately available, but VP Chernak conjectures:

> "...most of the students accepted into the honors program are...probably AR1s and 2s or at the very top of the AR3 category, but the decision to admit to the honors program rests with the faculty and director of the program. (Personal Correspondence, 2008)

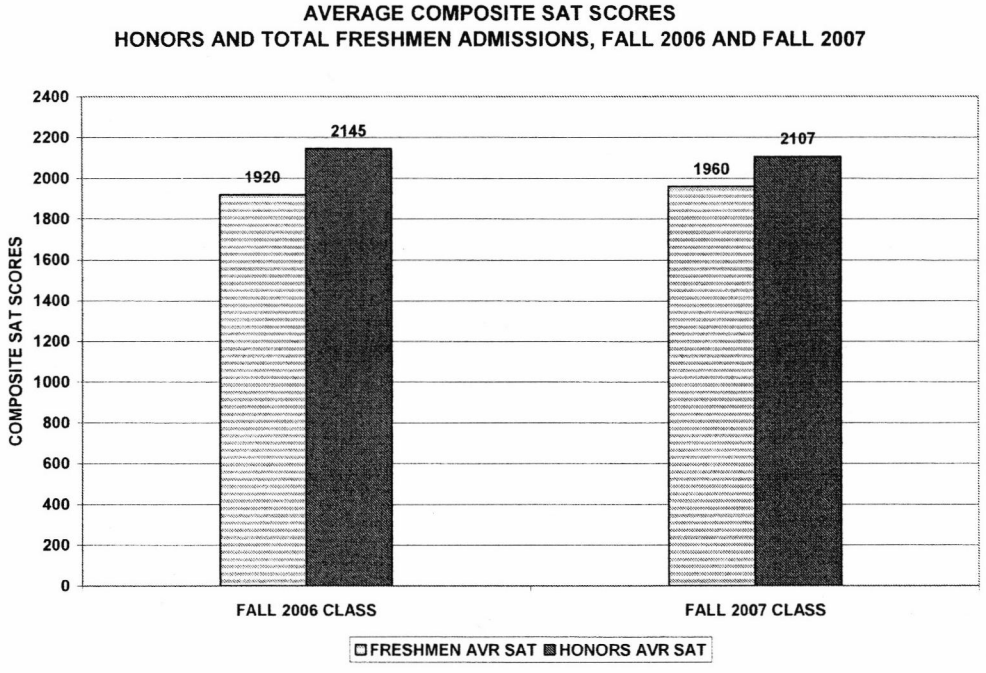
In both Fall 2006 and Fall 2007, the Honors program enrolled freshman classes well below its enrollment target) of 125 students. (Note: The 125 target itself is a sharp reduction (about half) the number of honors students enrolled in the not-to-distant past when the program and scholars were more generously funded). In the fall of 2006 only 85 students were enrolled and in Fall 2007 only 90. See Figure 8.

Figure 8



The modest increase in honors enrollments between Fall 2006 and Fall 2007 (5 students) comes at a cost of decreased selectivity, at least judged by the differential in average cumulative SAT scores between honors freshmen and all freshmen (data for Fall 2005 were reported only as the composite of two components and not three and are not included here). The Honors "premium" shrank by about one–third, from 225 points to 147 points, Figure 9.

Figure 9



The Committee did not have time to document the apparently large reductions in aid and resources devoted to the Honors program and its students over the last decade. These resource losses have been both direct—the end of "automatic' financial aid for honors students and the reduction in target program size—and indirect--the reduction in merit aid generosity that affected high ability students in

general. We also did not have time to explore the wisdom of the transition to the new, more interdisciplinary Honors curriculum. A report on the latter will follow.

VI. Summary Thoughts

The primary function of this report is to increase the Senate's and the University Community's awareness of the troubling decline in enrollment of elite students in recent years, not to provide solutions to the problem.

We would note that the University seems well aware of the price side of the "affordability" problem at GW, and has moved to:

- limit the size of the annual tuition increase
- increase need-based aid over that expended in 2007-2008.
- reduce dorm costs for select low-end dorm rooms

There has been no comparable action on the quality side of the affordability problem--that is a *substantial* increase in the resources directly related to the undergraduate learning experience.

We add one additional alert to these concerns about the general affordability (price/quality) problem:

- **There is clear evidence of special and growing problems in attracting students at the upper end of the ability distribution to GW.**

This issue requires serious study and discussion.

The commonly perceived "externalities" that high ability students provide to the classroom and to the University's reputation may not be worth the price. Clearly there is room for a healthy debate on the claim that they are. The most immediate need is to identify (i) efficient remedial actions that might slow, or ideally stop and reverse, this adverse trend, and (ii) the cost of such actions. Once the University has a reasonable idea of what it would take to restore the ranks of elite students at GW, it can better decide whether it is worthwhile to do so.

REPORT OF THE EXECUTIVE COMMITTEE
April 11, 2008
Lilien F. Robinson, Chair

ACTIONS OF THE EXECUTIVE COMMITTEE

Faculty Code procedures for the selection of Assistant and Associate Deans

At their March meeting, the Executive Committee met with Professor Charles Garris, Chair of the Committee on Professional Ethics and Academic Freedom, who gave an update on the Committee's continuing discussions about the faculty role in the selection of assistant and associate deans. As Professor Garris announced at the March Senate meeting, discussions continue on this topic and we anticipate that this subject will come to the full Senate for discussion, possibly as early as the May meeting. Executive Vice President for Academic Affairs Lehman indicated that the Council of Deans has had an extensive discussion of this topic, and he believes they may be close to a consensus on the issue. He offered to provide a summary of these deliberations once they are complete.

Open Access Requirement pertaining to scholarly publications

As many faculty members are aware, Harvard University recently adopted a policy requiring that its faculty members allow it to make their scholarly articles available online without charge. It is expected that this trend will spread to other institutions. The Executive Committee will request that the Libraries and Research Committees jointly examine this issue during the 2008-09 session, making recommendations as appropriate.

Middle States Accreditation Team visit

In preparation for the Middle States Accreditation Team's visit on Monday, March 31, the Executive Committee was briefed about this visit by Professor Forrest Maltzman, Co-Chair of the Accreditation Steering Committee. Four members of the Executive Committee met with the Visiting Team to respond to questions and provide faculty observations on a variety of academic matters.

PERSONNEL MATTERS

Grievances

The status of the three grievances in process remains the same; the grievance in the School of Engineering and Applied Science is in the hearing process and both cases in the Columbian College of Arts and Sciences remain in mediation

DISPUTE RESOLUTION COMMITTEE

The Executive Committee would like to take special note of the work of the Chair and the members of the Dispute Resolution Committee. For the third year in a row these faculty members have addressed and provided resolution to some exceptionally challenging cases. Their work is critical to the success of shared governance at GW, and the colleagues who undertake these time-consuming and demanding assignments once again deserve our special collective thanks.

OTHER MATTERS

I would like to take this opportunity to extend sincere thanks to David Johnson for his service as Parliamentarian during the last three sessions of the Faculty Senate (2005-2006;2006-2007; 2007-2008).

The joint meeting of the Executive Committee for the 2007-2008 session and the Executive Committee for the 2008-2009 session is on April 25, 2008. Professor Joseph Cordes, Chair of the Fiscal Planning and Budgeting Committee, has been invited to give an update on the work of the Fiscal Planning and Budgeting Committee and the Budget Working Group, especially as their work pertains to the projected budget gap for 2009.

Please forward resolutions, reports, and any other matters to the Faculty Senate Office prior to that date. The Executive Committee will be finalizing the committee membership lists at its April meeting, so if anyone has not yet indicated their interest in serving on any of the Standing Committee members as a member or chair, please advise the Senate Office before the meeting.

THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C..

The Faculty Senate

April 3, 2008

The Faculty Senate will meet on Friday, April 11, 2008 at 2:10 p.m. in Room 403 of the Marvin Center. PLEASE NOTE THE CHANGE IN LOCATION FOR THIS MEETING.

AGENDA

1. Call to order

2. Short recess for the purpose of having a group photograph taken of the 2007-08 Faculty Senate

3. Approval of the minutes of the regular meeting of March 14, 2008, as distributed (minutes to be distributed)

4. A RESOLUTION CONCERNING SECONDARY AND COURTESY APPOINTMENTS FOR REGULAR, ACTIVE-STATUS FACULTY MEMBERS (07/6): Professional Ethics and Academic Freedom Committee

5. Introduction of Resolutions

6. General Business

 a) Nominations for election of nominees to the Faculty Senate Executive Committee for the 2008-09 Session, proposed by the Nominating Committee (nominees to be announced)

 b) Nominees for election to the Dispute Resolution Committee for three-year terms commencing May 1, 2008: Professors Lowell Abrams, Kurt J. Darr, Donna L. Infeld and Leo C. Moersen; Nominee for Chair: Professor Kurt J. Darr, for a one-year term

 c) Nomination for appointment by the President of Associate Professor Steve Charnovitz as Parliamentarian for the 2008-09 Session

 d) Nominees for appointment by the President of the following faculty members to Administrative Committees: Marvin Center Governing Board: Professors Jacqueline Barnett, Stephen McGraw, Julie Ryan, and Valerie St. Pierre-Smith: Marvin Center Program Board: Professor Ozgur Ekmekci

 e) Report of the Executive Committee: Lilien F. Robinson, Chair

f) **Annual Reports of Senate Standing Committees**

g) **Chair's Remarks**

7. **Brief Statements (and Questions)**

8. **Adjournment**

Elizabeth A. Amundson
Elizabeth A. Amundson
Secretary

This marked draft shows the changes made to Resolution 07/6 as originally introduced and tabled at the Faculty Senate's meeting on March 14, 2008

A RESOLUTION CONCERNING SECONDARY AND COURTESY APPOINTMENTS FOR REGULAR, ACTIVE-STATUS FACULTY MEMBERS (07/6)

WHEREAS, a small number of faculty members in the University hold joint appointments, and each joint appointment (i) provides the faculty member with a regular, active-status appointment in two or more schools or departments, and (ii) is separately budgeted in each school or department granting that appointment; and

WHEREAS, Article I.B.1. of the Faculty Code contemplates joint appointments, because the holder of a joint appointment receives a separate regular, active-status appointment from each participating school or department;

WHEREAS, certain schools and departments have also granted appointments that are not regular, active-status appointments to faculty members who hold regular, active-status appointments in other schools or departments within the University;

WHEREAS, such appointments are generally of two types – (i) appointments that confer specified governance privileges in the school or department granting the appointments (hereinafter referred to as "secondary appointments"), and (ii) appointments that do not confer any governance privileges in the school or department granting the appointments (hereinafter referred to as "courtesy appointments");

WHEREAS, secondary and courtesy appointments can encourage and facilitate interdisciplinary collaboration among faculty members from different schools or departments; and

WHEREAS, the Faculty Code does not refer to secondary and courtesy appointments; and

WHEREAS, the Faculty Senate believes that it would be desirable to amend the Faculty Code to provide explicit authorization for secondary and courtesy appointments; and

WHEREAS, the Faculty Senate believes that a secondary or courtesy appointment should not automatically confer any of the rights to participate in faculty governance that are provided under the Faculty Code or the Faculty Organization Plan; and

WHEREAS, ~~but~~ the Faculty Senate believes that a secondary appointment ~~may properly~~ should confer one or more specified faculty governance privileges ~~if~~ but such privileges ~~are~~ should be approved by the regular, active-status faculty of the school or department granting that appointment; and

This marked draft shows the changes made to Resolution 07/6 as originally introduced and tabled at the Faculty Senate's meeting on March 14, 2008

WHEREAS, the Faculty Senate believes that a courtesy appointment should not confer any faculty governance privileges; and

WHEREAS, the Faculty Senate ~~understands~~ believes that the ~~current~~ terms, ~~and~~ conditions, and designations of existing secondary and courtesy appointments ~~would~~ should not be changed by the proposed amendment to the Faculty Code; ~~and the Faculty Senate has been advised that the Administration shares that understanding~~; **NOW, THEREFORE**

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

That the Faculty Code be amended by adding the following new subsection at the end of Article I.B.:

6. **Secondary and Courtesy Appointments:** A faculty member holding a regular, active-status appointment in one department or school may be granted a secondary or courtesy appointment in another department or school for a specified term. A secondary or courtesy appointment shall require the recommendation of the appropriate faculty and officers of administration of the unit granting that appointment and shall comply with rules and procedures for such appointments established by the unit granting that appointment and by the Vice President for Academic Affairs. A secondary ~~appointment~~ or ~~a~~ courtesy appointment is not a regular, active-status appointment and ~~shall~~ does not automatically confer any of the rights provided by the Faculty Code and the Faculty Organization Plan to participate in faculty governance in the unit granting that appointment. ~~However~~ Unlike a courtesy appointment, ~~a department or school granting~~ a secondary appointment ~~may~~ shall allow the faculty member ~~holding that appointment~~ to exercise one or more specified governance privileges in ~~that~~ the faculty unit granting the appointment ~~if those privilege have been approved by~~ but such privileges shall be approved by ~~the~~ that unit's regular, active-status faculty. A secondary or courtesy appointment terminates automatically upon the expiration of its specified term or upon termination of the faculty member's regular, active-status appointment. This paragraph does not affect the terms, conditions, and designations of secondary and courtesy appointments in existence as of May 1, 2008.

Faculty Senate Committee on Professional Ethics and Academic Freedom
March 27, 2008